U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13DD2

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☐	☐	☐

Name of Principal: Ms. Mary Zimmerman-Bayer

Official School Name: Lakenheath Middle School

School Mailing Address: DoDDS CCSM Unit 5185 Box 55
APO, DD, Brandon, UK 09461-5555

County: DoDEA State School Code Number*: School website: http://www.lake-ms.eu.dodea.edu/

Telephone: (571) 372-6006 E-mail: mary.zimmerman-bayer@eu.dodea.edu

Fax: (314) 388-7565 Web site/URL: http://www.lake-ms.eu.dodea.edu/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Frank Roehl Superintendent e-mail: Frank.Roehl@eu.dodea.edu

District Name: Isles District District Phone: (571) 372-6006

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Matt Driver

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district
   - 8 Elementary schools (includes K-8)
   - 1 Middle/Junior high schools
   - 4 High schools
   - 2 K-12 schools
   - 15 Total schools in district
2. District per-pupil expenditure: 22272

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	93	100	193
7	102	80	182
8	77	76	153
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			528

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
4 %	Asian
13 %	Black or African American
14 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
59 %	White
9 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 13%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	37
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)].	71
(4)	Total number of students in the school as of October 1, 2011	528
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 13

Number of non-English languages represented: 5

Specify non-English languages:

Tagalog
Spanish
Thai
Twi
Russian

9. Percent of students eligible for free/reduced-priced meals: 33%

Total number of students who qualify: 172

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 42

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6	Autism	0	Orthopedic Impairment
0	Deafness	11	Other Health Impaired
0	Deaf-Blindness	16	Specific Learning Disability
1	Emotional Disturbance	6	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	26	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	21	3
Paraprofessionals	9	1
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	5	2
Total number	63	7

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	
Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other	%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Lakenheath Middle School (LMS), located on RAF Feltwell in the East Anglia of England, 90 miles northeast of London, UK, supports the DoDEA mission statement, "Educate, Engage, and Empower each student to succeed in a dynamic world." LMS's purpose is: Learn, Motivate, and Succeed. Our purpose is obvious when you walk through the door to see a gallery of student work, respectful and happy students, parents and community members supporting students and programs, and our highly- qualified staff.

LMS serves 540 children of Air Force and civilian contractors. Our last Advanced Ed report in 2009 marked a new milestone in our school with a rating "Highly Functional" and the "Highest rating in DoDEA Worldwide" for teaching and learning. This accolade was a starting place, not an end point.

LMS is unique because of the synergistic combination of talents, dedication, expertise, positive energy, and intellectual investment that blend into every single day of learning. Teachers, parents, students, and community members consistently orchestrate lessons, activities, simulations, study trips, demonstrations, projects, experiments, and exploration. There is a special open-minded "we can do it" attitude that focuses on problem solving and challenges in our community of learners. There is a sense of deliberate academic adventure, discovery, purpose, and freedom to experiment in a nurturing, safe learning environment. Our lessons go beyond the walls of the school and the courtyard, beyond the garden at the District Superintendent's Office, and throughout the Lakenheath base and community. We consistently share partnerships with our host nation, connect via video teleconferencing (VTC) to classrooms around the world, and reach out via internet to DoDEA and international schools worldwide.

We embody the concept, "It takes a village to raise a child." To that end, LMS encourages the community to view the educational system as part of their extended family, offering dinners prior to band/chorus/AVID Family Nights, inviting parents to quarterly celebrations of honor roll recognition, and regularly inviting guest speakers into classes. Biannually, the Base Commander honors deserving students with academic performance awards. New students are welcomed by student ambassadors, and articulating students at all grade levels celebrate success with parents at the end of the school year. All teachers identify and mentor at least one student each year. Our community ties and involvement are evident through over 40 school partnerships with outside agencies and tremendous parent support. Our PTO, along with host nation representatives, host an annual UK day that features guest speakers and activities about England for our students.

Our accolades include consistent recognition and celebration of academic excellence for our students. We provide a caring learning environment where all students are free to explore and expand their talents in a middle school with individualized teams, mentors, and advocates. Accountability, differentiation, creativity, literacy, continuous student improvement, and relentless support are included in professional dialogues and daily actions.

In addition to a strong academic program, LMS also provides students with an expansive offering of extracurricular activities that include more than 30 clubs and sports. Cater Cats, a catering-based cooking club, provides students with the opportunity to host luncheons and dinners for distinguished visitors throughout the year. Video Club is a unique activity, allowing students to record, edit, and produce authentic short films. Students tend their own flowers through Garden Club. We have a variety of sports offered, and eighth graders are given the opportunity to participate in cross country, track, and wrestling at the high school level. Thespians have the opportunity to design, produce, and act in two major productions and several smaller productions during the school year. Student Leadership Club allows LMS students to collaborate and sharpen leadership skills along with students from other schools throughout Europe.

LMS is the home of the last four “Isles District Teacher of the Year” recipients. It has established itself as a preferred training school for student teachers desiring an “International Experience” from five colleges across the country. Our standardized test results on the Terra Nova are well above the national average, and we enjoy a sustained improvement each year.

LMS embraces the tenets of Continuous School Improvement (CSI). All teams review data and incorporate it into improving instruction. The focus is on all students, not just one group. We have learned to build on our success; the faculty and administration have created a culture where students feel nurtured and success is promoted. We believe these are the key attributes of a true National Blue Ribbon school.

Our students agree LMS is worthy of National Blue Ribbon status as evidenced with the following comment: “We all work hard, try our hardest, never say never, and never say it is hard. We are the National Blue Ribbon School because we never give up.”

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The 3rd Edition of the Terra Nova (TN) is currently DoDEA's system-wide standardized assessment used to measure student achievement. DoDEA's goal is to have at least 75% of students in the top two quartiles (51st-99th percentile) and less than 7% in the lowest quartile (1st-25th percentile) of the TN. LMS students consistently achieve this standard of achievement, and over the past five years, students at LMS score higher than the national average (50th percentile) on the TN in all subject areas. From 2009-2012, there was an increase of students in the top two quarters of the reading portion of the TN in all grades: Grade 6 (2 percentiles), Grade 7 (2.8 percentiles), and Grade 8 (1.1 percentiles). There was also a drop in the amount of students in the bottom quarter of reading in Grades 7 (3.6 percentiles) and Grade 8 (0.2 percentiles). Similarly, there was an increase in scores in the top two quartiles in math: Grade 6 (8.6 percentiles), Grade 7 (0.9 percentiles), and Grade 8 (0.5 percentiles). In math, 8th grade deceased in the bottom quartile (3.3 percentiles). For both the top two quarters and bottom quarter, LMS achieved the DoDEA standard. For both the top two quarters and bottom quarter for grades 7 and 8, LMS achieved the DoDEA standard. DoDEA uses this measure instead of scale scores to evaluate performance.

B. The student population at LMS experiences a high rate of mobility due to the transient military environment. On average, students move every three years. Unexplained anomalies in scores from year to year may be the outcome of this transience. In our school system, the various military branches are responsible for the free/reduced meals program, not the schools. The services do provide us approximate overall percentages of students who are eligible for free or reduced meals, however the schools do not have data on individual students who may be recipients, and are therefore unable to disaggregate achievement based on this factor.

Our data charts depict student performance on the TN Multiple Assessment, Third Edition. In SY 2008-2009, the Third Edition was used for the first time, making comparisons of recent results with those previous to 2008 invalid.

Over the period of 2009-2012 the average scale score for all grades in reading increased: Grade 6 (4 points), Grade 7 (4 points), and Grade 8 (6 points). In math, there are similar results: Grade 6 (7 points), Grade 7 (2 points), and Grade 8 (3 points). Special education scores in particular showed impressive gains in reading, Grade 6 (14 points), Grade 7 (9 points), and Grade 8 (30 points). In math, Grade 6 increased (9 points), Grade 7 decreased (9 points), and Grade 8 increased (39 points).

Grade 6

- From 2009-2012 the average score in math for all students increased seven points and in reading increased four points.
- From 2009-2012 in math, there are gains across all groups, special education students (9 points), African American (15 points), white (4 points), and Hispanic (27 points).
- From 2009-2012 in reading, there are gains across groups, special education (14 points), African American (12 points), and Hispanic (9 points). The white subgroup remained the same.
- Math score trends for special education students from 2009-2012 show a steady gain (2009, 643; 2010, 647; 2011, 648; 2012, 652).
- White, African American, and Hispanic subgroups surpassed the cut score for reading and white and Hispanic subgroups for math.

Grade 7

- From 2009-2012 the average score in reading increased four points and in math increased two points.
- From 2009-2012 in math, special education decreased (by 9 points), white increased (5 points), African American increased (1 point), and Hispanic decreased (5 points).
- From 2009-2012 in reading, there are impressive gains for subgroups, special education (11 points), white (10 points), African American (2 points), and Hispanic (1 points).

Grade 8

- From 2009-2012 the average score in reading increased six points and in math increased three points.
- From 2009-2012 in math, special education students increased (39 points), white increased (8 points), African American decreased (11 points), and Hispanic gained (1 point).
- From 2009-2012 in reading, there are gains across all groups, special education (30 points), white (8 points), African American (13 points), and Hispanic (4 points).

Our strong performance data demonstrates that LMS students have achieved the DoDEA standard of 75% of all students scoring in the top two quartiles. There are no large achievement gaps that are greater than 10 percentage points lower than the overall grade within subgroups.

Within the special education subgroup, students made impressive gains. Technology use with special education students, Kurzweil Literacy Software, and accurate assessments of student reading level and ability provided tools for targeted instruction which contributed to the increase in reading scores. Strong school-wide research based interventions for our improvement goals of problem solving and communication skills as measured by the TN also contributed to student success.

2. Using Assessment Results:

At LMS we use data assessment as a systematic part of an ongoing cycle of instructional improvement. We have established a clear vision for school-wide data use and have a data-driven culture within our school. We inform and teach students to examine their own data/test scores and set learning goals for themselves. Teachers use data to inform and illuminate their daily instruction. Finally, we share and inform parents and the community of students' academic achievement.

Teachers and staff collect and prepare a variety of data about student learning. In order to see each individual student's full range of abilities and to get a better understanding of students' learning needs, teachers collect data from a variety of sources. Such sources include, but are not limited to:

- Terra Nova
- Scholastic Reading Inventory (SRI) taken twice yearly with Lexile levels discussed at student conferences
- ReadiStep
- PSAT
- Pearson Success Tracker

- District and local assessments
- Curriculum-based assessments
- Chapter tests
- Classroom projects
- Homework
- IEPs
- Prior data from students' cumulative folders

Data are discussed regularly at faculty and team meetings and shared with students and parents. Additionally, the results provide impetus for the creation of new programs and courses and revision of programs that are needed to assist in maximizing academic success. The teachers at LMS triangulate data from multiple sources and develop hypotheses about how to improve student learning. Working independently, by grade level, or in house teams, we interpret the data to identify each class's or grade level's relative strength and weaknesses so that we can allocate instructional time and resources to the content that is most pressing. We can then adapt our assignments, instructional methods, and feedback in ways that address individual needs of each student. Each House maps out each of their students and makes recommendations based on data and test scores. Each House also identifies students who score below the 50th percentile on the Terra Nova, maintains a running record, and are obligated to provide support services on these students.

Here at LMS our Educational Technologist helps increase the staff's comfort level with data and enables us to look at numerical charts and graphs. She is constantly creating and sharing data-rich, multimedia presentations at faculty meetings and Continuous School Improvement (CSI) sessions, assisting classroom teachers in collecting, analyzing, and using student achievement data to guide instruction. The teams then work together and share data to identify instructional strategies, structures, programs, or curriculum in order to address students' identified needs.

Some of the changes that teachers choose to implement based on data review are:

- Placing students in programs such as READ180 and AVID
- Allocating more time and targeting instruction for specific students based on Objective Performance Index(OPI) scores for topics with underachieving students
- Designating particular students to receive additional help with particular skills during our Creative Thinking Program or Lunch Bunch Program which targets underachieving students
- Reordering the curriculum to focus on essential skills to promote student learning
- Attempting new ways of teaching difficult or complex concepts
- Better alignment of performance expectations and curricular emphasis among classrooms or all grade levels
- Using data to form flexible groups for classroom instruction

At LMS we strive to teach students to examine their own data and test scores in order to set learning goals for themselves.

- Teachers explain expectations and assessment criteria. Teachers provide students with instruction on using data to monitor their own performance and establish their own goals. Teachers and counselors motivate students by helping them map out accomplishments that are attainable and provide students with a sense of control over their own outcomes.

- Teachers provide feedback to students that is timely, specific, well formatted, and constructive.

- Teachers use students' data analysis to guide instructional changes. Teachers can then use students' goals to better understand factors that may motivate student performance and adjust their teaching.

- Teachers also provide tools that help students learn from feedback. When students receive data in a user-friendly format, tools such as rubrics provide students with a clear sense of learning objectives.

Student achievements are publicized through the school, district, and headquarters websites. Individual accomplishments are presented through the Principal's Awards, Commander's Awards, and parents are invited to quarterly celebrations of student achievement. Bulletin boards are also used to celebrate student success and data. Parents receive performance reports from midterms and quarterly report cards, SRI reports, the Terra Nova, as well as a variety of data from other websites teachers use. In addition, DoDEA's Gradespeed, the online grade book for all teachers, can be accessed anywhere at any time by both parents and students. School assessment results are also communicated to stakeholders in a variety of settings to include faculty meetings, PTO meetings, and the Student Advisory Council. Assessment results are also discussed during parent-teacher conferences.

3. Sharing Lessons Learned:

Learn, Motivate, Succeed is the purpose that drives students, teachers, and administrators as a shared community of learners at LMS. Our faculty not only shares successful strategies and practices within our own walls but also with other schools in the district and with professional organizations.

The teachers at LMS attend local professional development workshops as well as district and regional conferences and trainings. This year, teachers have attended conferences pertaining to AVID, READ 180, Continuous School Improvement, Pearson Language Arts, Book studies, Science, and STEM training. These opportunities for professional growth allow our faculty to apply new skills and content knowledge to help differentiate instruction and improve academic achievement at LMS. Our teachers regularly update their knowledge and skills related to the middle level learner.

LMS faculty attends workshops in the United States and Europe, which allows educators to collaborate with other professionals to share ideas and provide continued educational growth. Our teachers also participate in Video Teleconferencing (VTC) with other European schools to share ideas and receive training. The faculty utilizes the services of the Isles District for training and support.

LMS faculty belong to national and international associations and attend conferences such as American Council for the Teaching of Foreign Languages (ACTFL), Phi Beta Kappa, Phi Delta Kappa, American Psychological Association (APA), British Psychological Society (BPS), American School Counselor Association (ASCA), National Educators' Association (NEA), Federal Educators' Association (FEA), Association for Middle Level Education (AMLE), and National Council of Teachers' of English (NCTE), and Association for Curriculum and Development (ASCD).

Our principal, serving as our instructional leader, was invited to present nationally and internationally at the National Middle School Conference, AdvancEd Conference, and to lead the DoDEA Worldwide Middle School Task Group. Our LMS AVID coordinator has presented locally at Lakenheath High School, co-presented at the Newly Assigned AVID Teacher Conference to help certify AVID elective teachers for DoDDS Europe, and has presented for the past four years at the AVID Summer Institute, a

national conference to train new AVID teachers in the United States. Additional faculty members have had the opportunity to teach college level credit courses and lead book studies within our community for continuing education.

Presentations have included Partnerships and Service, AVID Strategies, Data-based Decision Making, Foreign Language Programs in Europe, Using Technology to Support Classroom Instruction (District wide via VTC), Developing Lessons for the SmartBoard, Windows 7/Office 2010, and Understanding and Using Notebook Software.

4. Engaging Families and Communities:

Communication and service are the heart and soul of LMS. We are proud to foster more than 40 partnerships with local and host nation agencies.

Vertical Articulation among area schools begins with 5th grade spring orientation. High school counselors offer course selections while SPED transition meetings involve coordination among schools.

Stakeholders are welcomed with summer briefings/tours. Open house showcases community services with students assigned buddies from Student Ambassador Corps.

The open-door policy fosters partnerships. Parents are encouraged to dialogue with admin/teachers. Fall and spring parent/child/teacher conferences are institutionalized. The school newsletter is mailed electronically weekly; Gradespeed provides 24-7 dialogue; agendas are stamped with Gagglenet/Weebly listing homework/plans. The student handbook is furnished electronically with parents encouraged to contact admin/teachers.

PTO solicits parental involvement at all levels, providing a host of fundraisers to support student activities. The School Advisory Council provides guidance via liaisons with the wider community.

Logistical Support is provided from partnership with the Airman Leadership Group via a multitude of volunteer efforts from the uniformed servicemen/women and reciprocal thanks from teachers with luncheons.

Home-schooled students are provided textbooks, invited to enroll in classes, use the library facilities, and participate in Terra Nova testing.

Parents interface with students in community writing contests. “Dinner table talk” is encouraged by AVID, a bedrock initiative driven by a strong parent committee, securing speakers from the medical, intelligence, air wing, JAG, and life-skills arena. Parents perform binder checks, give grades for room cleaning/demonstrations of etiquette and share reflections re. historical knowledge, serving as life- lesson class speakers. Additional safety nets for student needs include the deployment group, ASACS counselor, and psychologist with community ties. Three counselors utilize referrals to community resources.

LMS creates global citizens connected up-close-and-personal through an endless offering of opportunities to connect to their world.

- Culinary Arts and Service Club makes quilts for Linus projects and families of fallen soldiers for “Home of the Brave”
- Service Club collects for locally disenfranchised and earthquake/tsunami victims
- Students write letters to deployed and hospitalized airmen
- Students send treats to NATO soldiers in Kabul

- Gotomeeting.com is used to interview soldiers in live feeds
- Students collect for a Guatemalan school
- Student donations have provided a teacher and a classroom in India
- Students contribute blankets to hedgehog rescue
- AVID promotes a Thanksgiving food drive
- Polar Express provides food and toiletries for British pensioners
- Students volunteer in support roles at base bazaars, with the chorus/band offering performances.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Lakenheath Middle School (LMS) is committed to ensuring the application and enhancement of the DoDEA curriculum goals and standards. The core curriculum is focused to meet not only these academic standards but also the unique learning needs of our pre-adolescent student social and emotional development.

In Reading/Language Arts, students are provided with rich, rigorous programs that address literacy skills as well as 21st Century skills in research. Teachers use the Pearson Reading Street and Holt resources in alignment with the standards. Drama, humanities, writing, extra-curricular reading activities, and other language support opportunities are available for students.

LMS Math and Science focus on critical thinking and problem solving. Teachers collaborate with STEM activities involved with the outdoor learning environment as well as incorporating project-based learning activities as part of their planning. Specific research-based lessons that promote inquiry are integrated into the Math and Science curriculum. This is especially evidenced in the lab instruction and the use of project-based activities including Applied Technology using "Mindstorms" to build robots.

Social Studies spans World History, Geography and U.S. History in grades 6, 7, and 8. Our teachers incorporate a wide range of technology into their instructional program using the Smart Board and related support software for interactive lessons. Rich cultural activities are incorporated into the curriculum with trips to historic homes, museums in London, and guest speakers. LMS has an annual U.K. Day, a celebration of host nation traditions, culture, language, and heritage. Students use video technology to produce short lessons for American History classes.

LMS has increased the AVID program into a 3-year curriculum model with highest enrollment in DoDEA worldwide. As a result, we have been nominated as an AVID Demo school because of our academic excellence and emphasis on AVID strategies, methodologies, and purpose. Our lead teachers and administrators are trained every two years. More than 16 teachers on the staff are AVID certified. Our main focus at LMS is college readiness for all students. We monitor student progress and include family participation as part of our school-home partnership. Students are responsible for setting goals and for working with tutors to take responsibility for their education. Our AVID students and teachers share at VTC sessions and have been applauded in the national AVID magazine for outstanding projects and contributions. Our highly acclaimed AVID program requires all 7th and 8th graders to enroll in courses of rigor. Foreign language, upper level math classes and advanced band qualify to meet this requirement. As a result of increased enrollment in AVID, our college readiness and rigor courses have increased in size.

LMS offers courses in German, Spanish and French to students who want to enroll in exploratory or level courses. Students who want high school Carnegie units may enroll in German I, II, or III; Spanish I or II, and French I or II. An exploratory language class in Spanish is offered for 6th grade students who would like to experiment with language expressions and learn about Spanish customs heritage.

LMS closely follows DoDEA ESL strategies and interventions for its ESL Program. The salient feature of this program is full inclusion and immersion in core subject areas. The ESL teacher assists each student by collaborating with the core teachers, helping them modify teaching strategies and solving any issues pertaining to cultural differences. The language proficiency levels of these students vary substantially. Our ESL program employs several key features for its ESL specific instruction.

The music department at LMS produces outstanding community performances several times a year. Utilizing history and experience, the art program provides students an opportunity to express their creativity in multiple formats. Additional exploratory programs offer enriching opportunities for students

to experience areas that they might otherwise not consider, such as Business Enterprise, computer graphics, video technology, humanities and creative writing. Each year LMS submits multiple student entries to be published in "Illuminations", the DoDDS- Europe on-line art and literature publication.

In order to provide a more individualized and customized approach for all students, DoDEA's middle and high schools offer a curriculum-based gifted program. The new curriculum has been designed to differentiate and accommodate individual students and their specialties with more advanced course offerings. Courses such as Creative Thinking and Research are open to all students.

LMS students have a comprehensive physical activity and health program that emphasizes wellness and fitness as part of lifelong learning. In addition to standards directed P.E. classes, students have intramural opportunities during the day. Health teachers and community medical professionals offer an annual health fair.

Technology is an integral part of instruction across the curriculum at LMS. Every classroom is equipped with a Smart Board with supporting software. With two computer labs and multiple sets of mobile laptops, LMS students are "tech-savvy" and engaged with 21st Century learning opportunities.

2. Reading/English:

Throughout DoDEA, students share the same grade level standards and materials. Pearson Reading Street is the adopted DoDEA Reading/Language Arts program for 6th grade. Holt's Elements of Literature is the adopted DoDEA program for 7th and 8th grade English. These programs provide standards-based lessons in Literature, Reading, Writing, Media, and Language. The materials focus on key reading strategies, elements of literature, grammar, vocabulary skills, and writing skills. Both programs offer on-line supplements and technology support.

LMS boasts a strong literacy program and outstanding technology and research support from the information center. All students receive training in information science, research, citing resources, in addition to supplementary cyber-bullying and internet safety training.

Students flock to the center daily to explore new arrivals and sign out more books. Each student knows how to find materials that will meet and stretch individual reading levels. The library is a home for monthly celebrations of students who demonstrate continuous improvement in their reading scores.

Activities for literacy span a variety of topics and genres: Character Day, Victorian Day, California Readers, Reading Counts celebrations, Dr. Seuss guest readers, Read Across America, Spring Fling Barbecue, National Library Partnerships, and Outdoor Picnic Reading are a few of the regular celebrations and competitions that help students expand their reading repertoires.

Teams consistently analyze individual Terra Nova, Reading Counts, SRI Lexiles, Readistep, PSAT, and curriculum test results to monitor progress.

Based on data analysis, LMS has created several new courses related to reading improvement. Students are offered reading support classes, drama, study skills, Read 180, creative writing, and research opportunities to improve their comprehension, speech, vocabulary, and writing.

There are several reading clubs available, in addition to a double block of reading/language arts for 6th graders.

Classrooms display reading progress charts, reading strategies, word walls, vocabulary builders, and reading reminders. Our hallways display colorful and thought-provoking student exemplars of poetry, essays, and creative projects. There are also many cross-curricular assignments that evidence connections

with math, science, and social studies units. All home bases dedicate 20 minutes of their Seminar class to Sustained Silent Reading where students may read books of their choice.

Analysis of texts is the focal point of our staff CSI Training. All staff members are provided monthly trainings or updates for marking the text, text analysis, guided highlighted reading, reading in the content area, AVID News Reading program, summary writing, and interpretation of reading data.

3. Mathematics:

Lakenheath Middle School believes that, in mathematics instruction, "one size does not fit all." Classes are standards-based but instruction is differentiated, ensuring that students of varying ability levels and learning styles are able to meet or exceed the standards. Teaching approaches range from hands-on lessons with manipulatives to technology-based lessons featuring interactive whiteboards and graphing calculators. Students work individually, in pairs, and in groups. They routinely practice new math skills through interactive websites and reinforce those skills through games and projects. Enrichment activities are available for students who have met the standards. A variety of resources are available to support our math program in addition to the textbooks, workbooks, and CDs that are a part of our math series. The IXL program allows students to practice math skills online, and students often make use of www.tutor.com.

Our goal is to encourage students to become mathematical thinkers; classes are geared toward meeting students' needs. Special education teachers work with students in the resource room and regular education classroom. In our Math Support class, students receive extra practice to reinforce classroom instruction and remediation in basic math skills. Advanced students take higher level math classes within their grade level teams, including Geometry and Algebra.

Our mathematics teachers support our school vision (to empower all students to be lifelong learners with 21st Century skills) as well as the school improvement goal: problem solving. Teachers collaborate to develop cross-curricular units which often focus on STEM topics. Math is incorporated into our science, foreign language, and elective courses. Robotics courses reinforce mathematics skills through programming; our Family and Consumer Science program emphasizes math skills in food preparation and running a catering business. We sponsor a Math Counts team, where students compete both individually and in teams. Last year, LMS had a lunchtime competition, "Math Minute," and a school-wide assembly celebrating Pi Day. Through these activities, we are preparing our students to be productive, responsible, and actively engaged members of society.

At Lakenheath Middle School, multiple sources of data are used to guide instruction, including formative assessment data. Students explain their thoughts and show work rather than just providing answers to mathematical problems, so gaps in understanding can be addressed. Homework is often assigned according to performance level – struggling students work on basic problems while students who are excelling complete more challenging questions, fitting with our philosophy that one size does not fit all.

4. Additional Curriculum Area:

At Lakenheath Middle School, Science, Technology, Engineering, and Math (STEM) is incorporated in our lessons with an emphasis on 21st Century learning. Several courses of rigor with a STEM focus have been developed and introduced at LMS over the past few years.

Our school has developed two introductory robotics courses for seventh and eighth grade students. This course presents an overview of robotics in practice and researching multiple topics including vision, motion planning, mobile mechanisms, robot design, and the use of sensors. In course projects, students construct robots which are driven by a microcontroller.

Digital Photography is offered at LMS and in this course students explore related technologies for the

production of Fine Art. Projects require exploration and experimentation in using equipment as students create, manipulate, and enhance projects individually or in groups.

Video Production at LMS is designed to meld creativity with technology. Students are exposed to various filming techniques and are required to problem solve in order to implement their plans. All filming is done and then downloaded to the editing software. Students are tasked with adding transitions and effects to enhance their projects. Once completed, students must download their projects and present them to the class. Projects are frequently used for televised broadcast on the morning announcements.

An ongoing project-based science activity is the outdoor learning environment developed by students at LMS. Students surveyed the area, collected light and soil samples and researched building codes, restrictions and costs. A model was developed and once approved, students were able to oversee the installation of the project. The outdoor learning environment is now available for several schools as part of four seasons STEM studies.

Science examples include how to make yogurt and cheese, culture and bacterial growth, extraction of DNA from samples, engineering design, using Vernier probes, and examining the inner workings of an atom. In addition to field trips, guest speakers and content-related video gaming, students identify specific current issues in science and develop arguments for discussion as part of Socratic Seminar and Philosophical Chairs.

Within the Family and Consumer Science class, parents have taught the class, encouraging students to experiment in an effort to create the proper blends of fresh foods and spices. Students and parents recognized the importance of the art of cooking science.

STEM initiatives at LMS also include the arts, STEAM (Science, Technology, Engineering, Art, and Mathematics), and allow students to express their creativity and innovative ideas throughout the curriculum.

5. Instructional Methods:

Our student population represents a variety of ability levels, academically and socially, from Special Needs to Gifted Education. LMS focuses on providing differentiated instruction to ensure the success of all students. Our differentiated instruction is data-driven. We assess students throughout the year and use this information to guide instruction and provide remediation or enrichment based on student needs. Grade level teams analyze individual student progress for optimal student placement in classes of rigor or support.

We use a variety of research-based methodologies and instructional models to differentiate within the classroom. Teachers utilize a variety of data to monitor student progress and modify instruction accordingly. Teachers also use multiple intelligences and learning style research to engage students.

Curriculum for Special Needs students is modified, based on recommendations outlined in the Individual Education and 504 Plans. Additional accommodations and modifications are implemented as needed by classroom teachers in conjunction with recommendations by the Special Education Case Manager and Educational Aides.

Our struggling students are supported by a Creative Thinking class to assist and augment the AVID program and our own 8th grade Lunch Bunch program (a recovery and support program for students). Another recovery program at LMS focuses on identifying and providing support for students with below-average GPAs in core subjects. After school assistance is provided in our Homework Club for students where tutoring and teaming provide additional help for successful academic achievement. Recovery models also include the D and F monitoring and counseling programs, Student Support Team (SST), and Teacher Mentoring Program.

Gifted students participate in taking the PSAT annually. High school credit courses in math and foreign language are available to LMS students; recommendations for these courses are based on standardized test data and teacher observations. Other enrichment opportunities include research, advanced band, and robotics courses as well as participation in National History Day and Math Counts competitions.

6. Professional Development:

At LMS, we offer opportunities for individualized, partner, small group, team, and large group professional development. Teachers attend national and international subject-specific trainings, in addition to DoDEA, Area, District, and local training sessions. Despite drawbacks in funding, teachers are independently researching and traveling to improve their instructional expertise and enhance their professional repertoires. All DoDEA educators are required to complete 6 units of graduate level coursework every 6 years, so individuals are responsible for enhancing their personal growth on a regular basis. In addition, all teachers develop and maintain a professional growth plan that addresses their personal action research and cross-curricular connections.

All activities at LMS are aligned with our Continued School Improvement plan (CSI) of academic growth for all students. Several pilots at LMS for this school year included district-supported middle school strategies, 21st Century learning, cross-curricular instruction, STEM enhancement, partner mentoring, technology, data interpretation, SMART integration, using data to inform instruction, and specialized subject area instruction. Other topics included conflict resolution, best practices for middle school, VideoTeleConferencing (VTC) connections, AVID council sharing, specialized ET and Aspen/Gradespeed trainings. All staff members received training on marking the text, guided reading, and summary writing in alignment with the school improvement goals. Each teacher has at least one partner mentor who serves as an instructional buddy to enhance research and provide encouragement.

Counselors and administrations received specialized training in anti-bullying, transcript interpretation, scheduling, technology, assessment, and data monitoring. Special education training sessions were offered for all para-educators, teachers, specialists, and administrators. Topics have included autism, technology, accountability, report composition, running effective meetings, self-defense, Family Advocacy, Non-suicidal self-injury, goal setting, safety, and partner lessons.

Over the past two years, staff have received training in 21st Century skills at faculty meetings that included global awareness, information and media skills, communication, collaboration, data teams, economic literacy, health literacy and wellness, and environmental literacy.

Each house team provides multiple study trips for students to include local agencies, partnerships, district museums, London city productions, EDALE outdoor education, and out-of-country student competitions.

7. School Leadership:

Strong, effective leadership begins with a viable administrative team. The principal and assistant principal function as “visionaries” by instilling a sense of purpose in the staff. They deal competently to manage and maintain the physical plant and budget provisions. They respond to and utilize expertise of the multiple stakeholders in a diverse military community. They also act as instructional leaders by coaching teachers in effective classroom practices.

Administration takes initiative to improve school-wide policies and programs as well as the communication for teaching and learning. They understand and utilize teacher leadership and support their staff to strengthen these leaders as custodians of the LMS school culture.

Roles of leadership include department chairs (science, math, social studies, language arts, exploratory, and technology) and Management Council Members. Management council gathers leaders from the six teams (called houses -- two houses per grade level). Houses provide students the advantages of a smaller school setting by offering the four core classes within a team.

Teachers work with community and parents on such task forces as Continuous School Improvement (CSI), School Advisory Committee (SAC), Parent Teacher Organization (PTO) and Public Relations/Partnership. All of these positions strengthen connections, increase communications, and ultimately improve student performance.

Teachers manage curriculum projects, review test scores, create goals to improve student achievement, organize student award assemblies, facilitate teacher study groups, provide workshops, and arrange athletics to promote good health.

Students assume many leadership roles through their academics, Student Council, and exploratory activities. Their activities promote careers (AVID and Cater Cats), performances in drama (3 clubs) and music (band, choir, and show-choir) as well as develop a multitude of skills (sports and fine arts). They offer support for relief efforts home and abroad by raising monies and providing resources/equipment and Student Ambassadors showcase their school to all that enter.

Leaders emerge spontaneously throughout the year as they address problems. For example, the “LUNCH BUNCH” offers students daily meetings during lunch to complete unfinished tasks that are given to the lead teacher. These students include the targeted “lower percentile” groups and show significant improvement in academics as well as standardized test scores. Parent, teacher, and administrative support is solicited and maintained. Student leaders emerge as peer mentors.

Leadership begins with a vision that inspires others to aspire to their best. At LMS, this begins with our astute administration, moves through a highly motivated staff, and is evident with our successful students.

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Terra Nova

Edition/Publication Year: 3rd/2008 Publisher: CTB/McGraw Hill Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	689	687	687	682	696
Number of students tested	187	203	190	190	201
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	4	2	2
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	679	675	678	664	678
Number of students tested	24	33	25	20	17
3. Hispanic or Latino Students					
Average Score	696	685	689	669	687
Number of students tested	22	25	23	30	19
4. Special Education Students					
Average Score	652	648	647	643	Masked
Number of students tested	17	13	14	13	3
5. English Language Learner Students					
Average Score	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	0	2	0	2
6. White					
Average Score	688	695	699	684	697
Number of students tested	125	132	116	136	146

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The Terra Nova 2nd Edition was used in 2007-2008. The Terra Nova 3rd Edition was used 2008-2012. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance. There were no ELL students in year 2 and 4.

13DD2

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Terra Nova

Edition/Publication Year: 3rd/2008 Publisher: CTB/McGraw Hill Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	685	685	686	681	676
Number of students tested	184	203	189	190	201
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	4	2	2
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	682	678	684	670	665
Number of students tested	24	33	25	20	17
3. Hispanic or Latino Students					
Average Score	684	681	686	673	670
Number of students tested	22	25	23	30	18
4. Special Education Students					
Average Score	652	643	654	638	Masked
Number of students tested	17	13	14	13	3
5. English Language Learner Students					
Average Score	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	0	2	0	2
6. White					
Average Score	684	689	687	684	677
Number of students tested	125	132	116	136	146

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The Terra Nova 2nd Edition was used in 2007-2008. The Terra Nova 3rd Edition was used 2008-2012.The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance. There were no ELL students in year 2 and 4.

13DD2

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Terra Nova

Edition/Publication Year: 3rd/2008 Publisher: CTB/McGraw Hill Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	701	704	700	699	692
Number of students tested	174	176	190	192	166
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	3	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	692	686	685	691	678
Number of students tested	27	28	25	16	17
3. Hispanic or Latino Students					
Average Score	685	704	700	690	686
Number of students tested	30	23	20	40	16
4. Special Education Students					
Average Score	Masked	673	676	Masked	Masked
Number of students tested	7	15	15	8	7
5. English Language Learner Students					
Average Score	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	0	2	4	1
6. White					
Average Score	707	707	704	702	694
Number of students tested	117	111	127	132	115

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The Terra Nova 2nd Edition was used in 2007-2008. The Terra Nova 3rd Edition was used 2008-2012. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance. There were no ELL students in year 2.

13DD2

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 7 Test: Terra Nova

Edition/Publication Year: 3rd/2008 Publisher: CTB/McGraw Hill Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	693	693	690	689	684
Number of students tested	175	176	191	192	166
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	3	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	685	681	680	683	665
Number of students tested	27	28	25	16	17
3. Hispanic or Latino Students					
Average Score	685	691	688	684	679
Number of students tested	30	23	20	40	16
4. Special Education Students					
Average Score	Masked	675	663	Masked	Masked
Number of students tested	9	15	15	8	7
5. English Language Learner Students					
Average Score	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	0	2	4	1
6. White					
Average Score	699	696	692	689	688
Number of students tested	118	111	128	132	115

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The Terra Nova 2nd Edition was used in 2007-2008. The Terra Nova 3rd Edition was used 2008-2012. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance. There were no ELL students in year 2.

13DD2

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Terra Nova

Edition/Publication Year: 3rd/2008 Publisher: CTB/McGraw Hill Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	717	712	712	714	713
Number of students tested	157	165	165	147	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	3	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	695	694	Masked	706	696
Number of students tested	16	26	6	12	22
3. Hispanic or Latino Students					
Average Score	712	707	701	711	725
Number of students tested	19	22	24	31	19
4. Special Education Students					
Average Score	681	681	Masked	Masked	650
Number of students tested	11	20	9	7	16
5. English Language Learner Students					
Average Score	Masked	Masked	Masked	Masked	
Number of students tested	0	2	3	1	
6. White					
Average Score	721	717	715	713	713
Number of students tested	106	112	108	92	159

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The Terra Nova 2nd Edition was used in 2007-2008. The Terra Nova 3rd Edition was used 2008-2012. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance. There were no ELL students in year 1. No data available for ELL for SY 07-08

13DD2

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading Grade: 8 Test: Terra Nova

Edition/Publication Year: 3rd/2008 Publisher: CTB/McGraw Hill Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	706	699	696	700	697
Number of students tested	157	165	166	146	213
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	3	0	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	683	687	Masked	700	689
Number of students tested	16	26	6	12	22
3. Hispanic or Latino Students					
Average Score	703	691	694	699	708
Number of students tested	19	22	24	31	19
4. Special Education Students					
Average Score	671	674	Masked	Masked	649
Number of students tested	11	20	9	7	16
5. English Language Learner Students					
Average Score	Masked	Masked	Masked	Masked	
Number of students tested	0	2	3	1	
6. White					
Average Score	710	702	698	700	702
Number of students tested	106	112	109	92	159

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The Terra Nova 2nd Edition was used in 2007-2008. The Terra Nova 3rd Edition was used 2008-2012. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance. There were no ELL students in year 1. No data available for ELL 07-08.

13DD2

26